

# Pear Tree Nursery School & Kidz Club

291 Liberty Road, LEICESTER, LE3 6NP



## Inspection date

Previous inspection date

26 May 2015

9 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress because staff have high expectations of them. Staff provide a wide range of adult-led and child-initiated activities that motivate children to learn. This means that children are keen to know more and they demonstrate a love of learning.
- All children develop a strong sense of belonging in this very nurturing environment. Consequently, children are confident, motivated and independent learners who enjoy their time at the nursery.
- Partnerships with parents are good. Staff update them regularly about their child's development and achievements. This ensures that parents are kept well informed. Staff support them to extend their children's learning at home.
- Staff are proactive in keeping children safe and protected from possible harm or abuse. Staff have attended training to improve their knowledge of child protection issues. The nursery implements robust recruitment procedures to check that all staff are suitable to work with children.

### It is not yet outstanding because:

- Staff do not always fully promote children's independence and sense of responsibility within the nursery, as they sometimes carry out simple tasks for them.
- The outdoor learning environment is not resourced as well as the inside, therefore, younger children are not always supported to make good progress in literacy and numeracy.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- encourage children to be even more independent, for example, by providing them with more opportunities to be responsible for carrying out age-appropriate tasks
- enhance the outdoor learning environment by providing young children with opportunities to observe letters and numbers to further their emerging literacy and numeracy skills.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children during the inspection.
- The inspector held meetings with the provider and the manager of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Andrea Price

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use effective systems to accurately observe children at play, analyse their progress and identify their next steps in learning. They provide all with a varied range of activities that promote good progress in all areas of learning and development. Babies move confidently around furniture, building on their physical skills. Toddlers become highly engaged in the sensory activities. They touch and taste the cornflour mixture, while being supported by watchful staff. All children develop good communication and language skills. They share stories with staff. Toddlers engage happily with songs and action rhymes. Older children enjoy taking part in adult-led activities. Staff skilfully use a variety of probing questions, which encourage children to think critically. Close links with outside agencies ensures there is a shared approach to supporting children's development. Consequently, all children make good progress based on their starting points.

### **The contribution of the early years provision to the well-being of children is good**

Children enter the building excitedly. Staff have a good understanding of their care needs and they encourage parents to regularly update them. Children play well together and they develop good social skills. However, staff do not always enable more-capable children to do things for themselves, such as putting on aprons. Children's health and physical development are promoted well. The outdoor environment generally provides children with plenty of choices and resources to enrich their learning. All children enjoy being physical, kicking balls, climbing on and over apparatus and playing with large hoops. However, the outdoor environment used by the youngest children does not effectively support learning and good progress in literacy and numeracy. Children are prepared well emotionally as they move between rooms within the nursery. Older children are fully prepared for their move onto the school. New teachers are invited to visit the children and staff share relevant information with new teachers, prior to them starting.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager and highly qualified staff team have a good understanding of the requirements of the Early Years Foundation Stage. Effective procedures are in place to ensure the safety of the premises and suitability of staff. A wide range of detailed policies and procedures support staff's practice. An effective system is in place for performance management. The staff team successfully reflects on their practice, which means they identify areas for improvement. The provider makes sure that changes made improve the provision for children. A well-established programme of professional development ensures staff's knowledge is kept up to date. Additional training is undertaken to meet the specific needs of individual children. The management team oversees the impact of teaching on children's progress. Parents are encouraged to share feedback verbally and through annual questionnaires. Partnerships with other professionals are established. These strong partnerships promote consistency in children's care and learning.

## Setting details

<b>Unique reference number</b>	EY415109
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	983400
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 14
<b>Total number of places</b>	52
<b>Number of children on roll</b>	102
<b>Name of provider</b>	Steven Chadwick and Yazmin Chadwick Partnership
<b>Date of previous inspection</b>	9 June 2014
<b>Telephone number</b>	07899951806

Pear Tree Nursery School & Kidz Club was registered in 2010 and is one of three settings under the current ownership. The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to 6, including the manager who holds Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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